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ENG 3402-001: Methods of Teaching Literature in Secondary Schools

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ENG3402: Methods of Teaching Literature in Secondary Schools

Instructor: Donna Binns
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E-mail: djbinns@eiu.edu
Hours: Mondays and Wednesdays 12:30--2:00 p.m.
Tuesdays 5:30 p.m.—6:20 p.m.

Course Description: This course explores approaches to the teaching of literature in secondary schools.

Course Objectives: Following NCTE Guidelines and Illinois Content Area Standards this course will:

1. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. recognize the impact of cultural, economic, and social environments upon language and literature;
3. use major sources of research and theory and understand the relationship between research and practice;
4. examine, evaluate, and select resources;
5. design instruction to meet the needs of all students and provide for students' continuous progress and success;
6. organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
7. create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability.

Required Texts & Materials:

Beers, Kylene et al. *Adolescent Literacy: Turning Promise into Practice*.
Bushman, John H. and Kay Parks Haas. *Using Young Adult Literature in the English Classroom*.
Daniels, Harvey and Nancy Steineke. *Mini-lessons for Literature Circles*.
Smagorinsky, Peter. *Teaching English by Design*.
USB port-compatible drive for computer lab use

Course Requirements: You must complete all parts of all major assignments to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. The mini-lesson presentation must be completed as well. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments. The College of Education's Live Text requirements apply. You must submit a revised copy of your unit plan to Dr. Binns through Live Text. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion.

Daily Work/Participation

Response papers--Respond to assigned readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

Daily work-- Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities.

Participation-- Students will be assigned a weekly participation score of up to five points. Students who come prepared to each class day and participate in class activities will earn all possible points. Points may be deducted at my discretion due to tardiness, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities, including checking e-mail or typing on the keyboards when not authorized to do so.

Literature Narrative

Create a 2-3 page narrative discussing your reading history and current literary knowledge. This essay will most likely take on the form of the personal narrative, but it should still be relatively formal in tone, well-organized, and thought-provoking.

Mini-lesson Presentation

Present a 12-15 minute mini-lesson that relates to teaching literature.

Unit Plan Project

(Printed copy turned in to Dr. Binns on the initial due date and revised copy turned in with portfolio; additional revised copy turned in through Live Text is a required course element)
Compose a rationale and thematic unit plan demonstrating your awareness of teaching literature. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching literature.

Clinical Experience Essay

Reflect on clinical experiences with secondary-school students in reading and writing about literature. Review your response papers. Draw conclusions based upon these experiences as well as class reading assignments and present them in essay form. Cite specific examples from your experiences and/or your reading to ground your assertions.

Professional Portfolio

Table of Contents

Philosophy of Teaching Literature

Revision Self-analysis

Literature Narrative (original graded copy and revision)

Unit Plan (original graded copy and revision)

Clinical Experience Essay

Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After three absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness or emergency. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description can make up the time (but not work missed). Perfect attendance merits the addition of 20 extra-credit points to the daily work points earned (before the daily work score is averaged).

Course Grade: Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

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|--|-----|
| Daily Work/Participation | 20% |
| Literature Narrative | 10% |
| Mini-lesson Presentation | 10% |
| Unit Plan | 20% |
| Clinical Experience Essay | 20% |
| Portfolio (organization, appeal, labeling, quality of documents) | 20% |

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Late Work: Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

English 3402 Course Schedule

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they appear on the schedule. Unless otherwise indicated, response papers should reflect upon the assigned reading for that class day.

- 8-24 Course Introduction
- 8-26 *Teaching English by Design* Chapter 1
Adolescent Literacy Chapter 1
Response Paper due
- 8-31 *Teaching English by Design* Chapters 2-3
Adolescent Literacy Chapters 2-3
- 9-2 *Teaching English by Design* Chapter 4
Adolescent Literacy Chapter 4 and Interlude 1
Response Paper Due
- 9-9 *Teaching English by Design* Chapters 5-6
Adolescent Literacy Chapter 5
Response Paper Due
- 9-14 *Teaching English by Design* Chapter 7
Adolescent Literacy Chapter 6 and Interlude 2
- 9-16 *Teaching English by Design* Chapter 8
Adolescent Literacy Chapter 7
Response Paper due
- 9-21 *Teaching English by Design* Chapters 9-10
Adolescent Literacy Chapter 8
- 9-23 *Teaching English by Design* Chapter 11
Adolescent Literacy Chapter 9 and Interlude 3
Response Paper Due
- 9-28 NO CLASS: Work on Literature Narrative
- 9-30 *Adolescent Literacy* Chapters 10-11 and Interlude 4
Literature Narrative Draft Due for Peer Response
- 10-5 *Teaching English by Design* Chapters 12-13
Adolescent Literacy Chapters 14-15
- 10-7 **Literature Narrative Due to Dr. Binns' Mailbox in English Mailroom by 3:00 p.m.**
- 10-12 *Teaching English by Design* Chapter 14
Mini-lessons for Literature Circles Chapters 1-2
Mini-lesson Presentations Begin

- 10-14 *Mini-lessons for Literature Circles* Chapter 3
Adolescent Literacy Chapter 16
 Mini-Lesson Presentations Continue
- 10-19 *Mini-lessons for Literature Circles* Chapters 4-5
Adolescent Literacy Chapter 17
 Mini-lesson Presentations continue
- 10-21 *Mini-lessons for Literature Circles* Chapters 6-7
Adolescent Literacy Chapter 18 and Interlude 5
 Mini-lesson Presentations continue
- 10-26 *Mini-lessons for Literature Circles* Chapter 8
 Mini-lesson Presentations continue
- 10-28 *Mini-lessons for Literature Circles* Chapter 9
 Response Paper due to *Mini-lessons for Literature Circles*
 Mini-lesson Presentations continue
- 11-2 *Using Young Adult Literature in the English Classroom* Chapters 1-2
 Mini-lesson Presentations continue
- 11-4 *Using Young Adult Literature in the English Classroom* Chapters 3-4
 Mini-lesson Presentations continue
- 11-9 *Using Young Adult Literature in the English Classroom* Chapters 5-6
 Mini-lesson Presentations continue
- 11-11 **Unit Plan Draft due** for Peer Response
- 11-16 *Using Young Adult Literature in the English Classroom* Chapter 7
- 11-18 *Using Young Adult Literature in the English Classroom* Chapter 8
Unit Plan due
- 11-30 *Using Young Adult Literature in the English Classroom* Chapter 9
Philosophy of Teaching Literature Draft due for Peer Response
- 12-2 *Maus: A Survivor's Tale*
 Response Paper Due
- 12-7 *Using Young Adult Literature in the English Classroom* Chapter 10
Clinical Experience Essay Draft due for peer response
- 12-9 *Using Young Adult Literature in the English Classroom* Chapter 11
Portfolio due
Live Text version of Unit Plan due to Dr. Binns
Yellow Evaluation Sheet and Clinical Experience Hours Sheet Due